

FORT MILL SCHOOL DISTRICT

120 E. Elliott Street
Fort Mill, South Carolina 29715

GRADES PK-12

ENROLLMENT 6,226 Students

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

FISCAL AUTHORITY District Board/Legislative Delegation

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Districts with Students like Ours

Excellent

0

Good

0

Average

0

Below Average Unsatisfactory

0

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This district met 29 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes

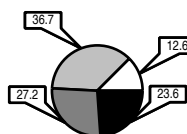
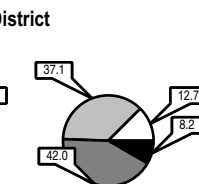
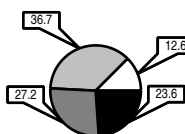
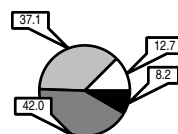
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

75.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	91.6	N/A	N/A	91.6	N/A	N/A
Passed 1 subtest	5.1	N/A	N/A	5.1	N/A	N/A
Passed no subtests	3.4	N/A	N/A	3.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	25.7	25.7
Seniors who met the SAT/ACT requirement	26.5	26.5
Seniors who met the grade point average	66.7	66.7

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	3,019	99.9	12.7	37.1	42.0	8.2	50.2
Gender							
Male	1,559	99.8	16.1	39.1	39.1	5.7	44.8
Female	1,460	99.9	9.0	35.0	45.1	10.9	56.0
Racial/Ethnic Group							
White	2,587	99.9	10.2	35.7	45.2	8.9	54.1
African-American	312	99.7	31.3	50.4	16.8	1.5	18.3
Asian/Pacific Islander	46	100.0	15.9	31.8	40.9	11.4	52.3
Hispanic	62	100.0	26.4	43.4	24.5	5.7	30.2
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,697	100.0	9.2	37.6	44.4	8.8	53.2
Disabled	322	99.1	42.3	33.2	21.5	3.0	24.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3,019	99.9	12.7	37.1	42.0	8.2	50.2
English Proficiency							
Limited English Proficient	23	100.0	36.8	57.9	5.3	0.0	5.3
Non-Limited English Proficient	2,996	99.9	12.5	37.0	42.3	8.3	50.5
Socio-Economic Status							
Subsidized meals	493	99.4	34.2	45.9	18.6	1.4	20.0
Full-pay meals	2,526	100.0	8.8	35.5	46.3	9.4	55.7
Mathematics							
All Students	3,019	99.9	12.6	36.7	27.2	23.6	50.8
Gender							
Male	1,559	99.9	13.0	34.2	27.6	25.2	52.8
Female	1,460	99.9	12.1	39.3	26.8	21.8	48.6
Racial/Ethnic Group							
White	2,587	100.0	9.8	35.4	29.1	25.7	54.8
African-American	312	99.7	37.7	45.9	10.4	6.0	16.4
Asian/Pacific Islander	46	100.0	6.8	25.0	36.4	31.8	68.2
Hispanic	62	98.4	18.9	60.4	13.2	7.5	20.8
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,697	100.0	8.9	36.9	28.8	25.3	54.2
Disabled	322	99.4	43.8	34.4	13.4	8.4	21.7
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3,019	99.9	12.6	36.7	27.2	23.6	50.8
English Proficiency							
Limited English Proficient	23	95.7	26.3	63.2	10.5	0.0	10.5
Non-Limited English Proficient	2,996	99.9	12.5	36.5	27.3	23.7	51.0
Socio-Economic Status							
Subsidized meals	493	99.4	32.3	49.7	13.3	4.8	18.1
Full-pay meals	2,526	100.0	9.0	34.3	29.7	26.9	56.7

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	456	99.6	8.4	23.7	51.9	16.0	67.9
	Grade 4	477	99.0	10.1	40.5	45.0	4.3	49.3
	Grade 5	492	100.0	13.3	47.1	37.3	2.4	39.7
	Grade 6	500	99.4	20.8	36.9	34.0	8.3	42.3
	Grade 7	490	99.8	16.7	48.9	31.1	3.3	34.3
	Grade 8	512	99.2	17.3	53.0	25.1	4.6	29.6
2004	Grade 3	472	100.0	7.1	18.3	51.0	23.7	74.6
	Grade 4	492	99.4	11.2	33.7	48.9	6.2	55.1
	Grade 5	507	99.8	10.0	44.5	42.9	2.6	45.5
	Grade 6	520	100.0	18.7	40.3	34.7	6.2	40.9
	Grade 7	519	100.0	14.3	45.2	36.2	4.3	40.5
	Grade 8	510	100.0	15.6	41.3	35.8	7.3	43.1

Mathematics								
2003	Grade 3	456	99.8	9.0	39.4	29.9	21.8	51.6
	Grade 4	477	99.6	5.4	36.7	27.7	30.2	57.9
	Grade 5	492	100.0	12.2	42.0	30.3	15.5	45.8
	Grade 6	500	100.0	12.5	31.7	28.3	27.5	55.8
	Grade 7	490	100.0	15.0	40.8	18.2	26.0	44.3
	Grade 8	512	99.6	12.5	50.0	23.8	13.8	37.5
2004	Grade 3	472	100.0	9.2	43.4	29.7	17.6	47.3
	Grade 4	492	99.6	8.5	33.7	29.3	28.5	57.9
	Grade 5	507	100.0	12.8	37.6	26.6	23.0	49.6
	Grade 6	520	100.0	13.7	32.0	30.5	23.7	54.2
	Grade 7	519	99.8	16.3	33.5	22.1	28.1	50.2
	Grade 8	510	100.0	17.3	42.3	22.8	17.5	40.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	485	97.5	4.4	15.7	27.0	52.9	80.0
Gender							
Male	255	96.1	4.7	17.4	28.1	49.8	77.9
Female	230	99.1	4.0	13.8	25.9	56.3	82.1
Racial/Ethnic Group							
White	441	98.2	2.4	14.7	27.7	55.2	82.9
African-American	34	91.2	25.0	28.6	21.4	25.0	46.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	455	98.5	2.5	14.3	27.6	55.5	83.2
Disabled	30	83.3	36.0	40.0	16.0	8.0	24.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	485	97.5	4.4	15.7	29.3	52.9	80.0
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	481	97.5	3.7	15.6	27.3	53.4	80.7
Socio-Economic Status							
Subsidized meals	42	95.2	28.9	28.9	23.7	18.4	42.1
Full-pay meals	443	97.7	2.1	14.5	27.3	56.1	83.4

Mathematics							
All Students	485	97.7	6.7	14.3	29.3	49.6	78.9
Gender							
Male	255	96.5	6.4	14.4	29.2	50.0	79.2
Female	230	99.1	7.1	14.3	29.5	49.1	78.6
Racial/Ethnic Group							
White	441	98.4	5.2	12.8	30.0	52.0	82.0
African-American	34	91.2	25.0	35.7	25.0	14.3	39.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	455	98.5	4.4	14.1	30.2	51.4	81.6
Disabled	30	86.7	46.2	19.2	15.4	19.2	34.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	485	97.7	6.7	14.3	29.3	49.6	78.9
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	481	97.7	6.4	14.0	29.6	50.0	79.6
Socio-Economic Status							
Subsidized meals	42	95.2	31.6	39.5	21.1	7.9	28.9
Full-pay meals	443	98.0	4.5	12.1	30.1	53.3	83.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	393	98.2%	381	25.7%	404	92.1%	N/A
Gender							
Male	189	97.9%	180	28.9%	188	91.0%	
Female	204	98.5%	201	22.9%	216	93.1%	
Racial/Ethnic Group							
White	349	98.9%	343	27.1%	360	91.9%	
African American	30	93.3%	28	3.6%	33	90.9%	
Asian/Pacific Islander	8	100.0%	6	50.0%	6	100.0%	
Hispanic	6	83.3%	4	I/S	5	100.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	358	98.9%	355	27.6%	370	94.6%	
Disabilities other than speech	35	91.4%	26	0.0%	34	64.7%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	392	98.5%	381	25.7%	N/A	N/A	
English Proficiency							
Limited English proficient	4	I/S	0	N/A	4	I/S	
Non-LEP	389	98.2%	381	25.7%	400	92.2%	
Socio-Economic Status							
Subsidized meals	22	95.5%	24	4.2%	36	72.2%	
Full-pay meals	371	98.4%	357	27.2%	368	94.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	98.2%	98.2%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	404	404
Number of Diplomas	372	372
Rate	92.1%	92.1%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	522	509	537	516	1059	1025
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.8	19.8	20.5	21.2	20.9	20.8	20.4	21.0	20.5	20.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 6,226)				
First graders who attended full-day kindergarten	99.3%	N/C	99.3%	97.2%
Retention rate	1.8%	Down from 2.3%	1.8%	5.3%
Attendance rate	97.8%	Up from 97.3%	97.8%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%		2.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%		1.8%	5.1%
Eligible for gifted and talented	34.2%	Up from 32.3%	34.2%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.9%	Up from 5.4%	5.9%	10.9%
Older than usual for grade	1.4%	Down from 1.7%	1.4%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.8%	0.3%	1.1%
Enrolled in AP/IB programs	13.8%	Down from 15.8%	13.8%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	63	Down from 83	63	157
Completions in adult education GED or diploma programs	12	Down from 16	12	39
Annual dropout rate	1.7%	Up from 1.4%	1.7%	2.9%
Teachers (n= 413)				
Teachers with advanced degrees	56.2%	Up from 53.4%	56.2%	50.0%
Continuing contract teachers	90.8%	Up from 88.5%	90.8%	84.6%
Highly qualified teachers**	92.3%	N/A	92.3%	92.5%
Teachers with emergency or provisional certificates	2.7%		2.7%	4.4%
Teachers returning from previous year	93.7%	Up from 91.6%	93.7%	89.9%
Teacher attendance rate	95.0%	Down from 95.6%	95.0%	94.7%
Average teacher salary	\$42,638	Up 4.5%	\$42,638	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	12.7 days	Up from 12.2 days	12.7 days	12.0 days
District				
Superintendent's years at district	7.0	Up from 6.0	7.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.1 to 1	21.6 to 1	21.0 to 1
Prime instructional time	91.3%	Down from 91.4%	91.3%	89.5%
Dollars spent per pupil*	\$6,897	Down 1.6%	\$6,897	\$7,217
Percent of expenditures for teacher salaries*	57.6%	Up from 57.3%	57.6%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 99.0%	100.0%	97.3%
Number of schools	8	No change	8	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.4%	Up from 0.4%	2.4%	4.3%
Average age in years of school facilities	12	Up from 11	12	26
Number of schools with SACS accreditation	8	No change	8	8
Average administrator salary	\$76,146		\$76,146	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	23.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

New classrooms, new enrollment projections, new federal education standards and a plan to build new schools all set the agenda for the 2003-04 school year. These are not new challenges for the district, but we continue to look for new and innovative solutions. By all indications, we are making progress.

Growth remains the one true constant. For six years, FMSD has led the state in student enrollment growth and projections now suggest that growth will escalate in the years ahead.

To meet the challenge, a new classroom wing as well as new related arts classrooms opened at Gold Hill Elementary in August of 2003. In March of 2004, voters agreed to fund the construction of a new middle school and a new high school. Until the new facilities are ready in 2006 and 2007, the district will rely on mobile classroom units. Four units (8 classrooms) were moved to the high school campus during the school year.

This response is part of the district's philosophy of putting Children First. Classroom performance remains the top priority and a new effectiveness study commissioned by the district shows FMSD is still performing with the best public school districts in the nation. All five elementary schools also received praise from visiting educators during the latest accreditation process. As a result, the Southern Association of Colleges and Schools recognized Fort Mill School District #4 as a 2003-2004 Super District for Quality Schools. In addition, Fort Mill High School was selected as one of 30 "Model High Schools" nationwide by the International Center for Leadership in Education and the Council of Chief State School Officers.

The state rankings book shows our percentage of Gifted and Talented students remains the highest in the state, as does our graduation rate. Almost 50 district teachers have earned National Board Certification and almost 40 are now waiting to learn if they have passed the test.

Student performance also met high standards outside the classroom. The high school band earned another state championship, while several high school students earned individual state championships.

The budget continues to remain a concern. Another reduction in state funding made it impossible to provide some \$3 million in needed improvements, which are key to meeting the growing demands of the federal law known as "No Child Left Behind" and its Adequate Yearly Progress requirements mandated by the state.

TEC Dowling, Superintendent